



ENGLISH (1)

Lesson One **(Section One)** **Benefits of Fasting (1)**

B.A.



Education Content

Ramadan is a month of fasting and prayers for the Muslims. The fast consists of total avoidance from food and drink from dawn to evening. There is however, a greater significance to fasts than just avoidance from eating and drinking. The real purpose of fasting is helping man to avoid sins, and cultivating virtues. Thus the Quran declares that the fasts have been prescribed with a view to developing piety in man. The most important consideration in undertaking a fast is to seek nearness to God, and seek His pleasure and Forgiveness. So it generates a spirit of piety in man.

Fasting makes us deeply conscious of the pains of hunger and discomfort suffered by the less fortunate among our brothers. They have to tolerate difficult conditions all through their lives. So it promotes in man a spirit of sacrifice leading to change towards his suffering brothers. Fasting gives man an unfailing training in endurance, a spirit of acceptance. This could well prepare him to tolerate the unchangeable situations in life. Fasting develops courage, strength to overcome the hard situations in life with a cool and tranquil mind.

It sharpens his power of concentration to overcome obstacles through a vigorous exercise all throughout the month, leading to a steeling of his will power and resolve, which could help him in challenging situations in life.



**Question**

- 1- What is the real purpose of fasting?
- 2- What are some benefits of fasting? (explain briefly)

Comprehension One**Who Gets What?**

Mr. Lopez likes fish. So one day he went fishing.

He went to the lake. He thought of the fish cooking it made him hungry.

At last he got a fish. He started cooking it for dinner. But along came a bear. The bear liked fish too.

So the bear got the fish. And Mr. Lopez got away.

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

- 1- What is this story about?
 - a) knowing when to give up?
 - b) fishing with a bear
- 2- How did Mr. Lopez feel about bears?
 - a) He liked them.
 - b) He was afraid of them.
- 3- How do you know how Mr. Lopez felt about bears?
 - a) He asked the bear to eat his fish.
 - b) He ran away from the bear.



**Learn about words****B) p + ot = pot**

Say the word *pot*. Listen to the sound of *ot*. Then look at the letter in the box. Add each letter to *ot* to make a word.

Now write the words in each sentence.

1	h	
2	l	+ ot
3	g	

- 1- Mr. Lopez a fish.
- 2- He cooked it on a fire.
- 3- The bear liked fish a





ENGLISH (1)

Lesson One **(Section Two)** **Benefits of Fasting (2)**

B.A.



Education Content

Study Skills

Using an English Dictionary

For foreign students of English, a good dictionary is a necessary reference book. Like all tools, however, it is valuable only if it is used correctly and efficiently. A short time spent on learning what a dictionary contains and how it should be used will save you much time later.

The “Authority” of a Dictionary

At some time you have probably been told to “use the dictionary”. The word “the” suggests that there is only one dictionary. The fact is there are many English dictionaries; a few are excellent, many are poor. None of them is “the supreme authority” that advertisers may claim. Unlike some other languages, English has never been regulated, approved, or authorized by an academy or government ministry. An English dictionary is merely a record of how English speakers define, pronounce, spell, and use the words of their language. The only authority an English dictionary has is its completeness, its accuracy in reporting the facts, and its recency of publication.

British and American English

Foreign students are frequently worried about the differences between British English and American English. Although these differences may seem to be confusing at first, they are not sufficiently numerous or important to worry about. Where a difference exists, a good dictionary





will indicate alternate British or American pronunciations, spelling, or meanings. Either is equally correct.

Exercise 1: Copy the following words on the lines in alphabetical order.

address disease empire stamp
wrong puzzle night mountain

Exercise 2: The first few letters of each word are the same. Copy them in alphabetical order.

practice prepare present prize
private pray prison pretty



ENGLISH (1)

Lesson Two **(Section One)** **Dignity of Labor (1)**

B.A.



Education Content

Once a man from the Ansars; came to the Prophet expecting some charity. The Prophet asked the man: “What do you have in your house?” The man replied: “I have a blanket big enough to cover our body and to spread as a carpet. Also I have a leather bag that we use to carry water to drink.” The Prophet told him: “You go home and bring both to me.” The man went home and brought both these things. The Prophet took hold of them and asked those present: “Who will buy these?” A man said: “I will take them for one dirham.” The Prophet said: “Can anyone offer some higher amount?” Another man cried: “I will take them for two dirhams.” The Prophet collected two dirhams from this man and delivered them to him. The Prophet gave this amount to the man telling: “Go and buy food for your family with one dirham and with another, you buy an axe and bring it to me.”

The man did as the Prophet told. The Prophet made a handle for the axe with his own hands and returned the axe to the man and said: “Go! Cut wood with this axe, sell the wood and meet me after 15 days.”

The man went to the forest, cut wood, sold them and returned to the Prophet with 20 dirhams in his hand-the money that he had earned for his labor. Out of this earning, he bought clothing for some amount and provisions for some amount. He was happy. Then the Prophet told him: “This is much better for you than begging that leaves horrible scars on your face in the hereafter.”

Question

1- Why is not begging supported by Prophet?

2- How much money did the man earn from cutting the wood?

a) 2 dirhams

b) 15 dirhams

c) 20 dirhams

d) 1 dirham





Comprehension Two

Wings for People

It's fun to fly. Birds and bees fly. They have wings. People wanted to fly, too. But people have no wings. So they had to find other ways.

They made big balloons. But balloons can't go very far or fast.

Then people made jets. Jets can go a long way in a short time. But people still couldn't fly alone.

Then people made wings. Now some people can fly.

People have to learn how to use the wings. It's hard work. But it's fun.

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What is this story about?

- a) Flying very far and fast
- b) People finding ways to fly

2- How did people first fly?

- a) They made big balloons.
- b) They made jet planes.

3- How are jets and balloons the same?

- a) They both can go very fast.
- b) They both can stay up in the air.

Learn about Words

B) f + un = fun

Say the word *fun*. Listen to the sound of *un*. Then look at the letters in the box. Add each letter to *un* to make a word.

1	s	+ un
2	f	
3	r	

Now write the words in each sentence.

- 1- People like to run and fly.
- 2- It is fun to fly.
- 3- The sun keeps the flyers warm.





ENGLISH (1)

Lesson Two (Section Two) Dignity of Labor (2)

B.A.



Education Content

Study Skills

What a Dictionary Will Tell You

Here is a list of some of the things that you can learn from your dictionary. Each of these will be discussed in detail, followed, by exercises to give you practice.

1- *Spelling*. A dictionary shows the accepted spelling of every word that is listed, as well as the spelling of irregular verb forms and plurals.

2- *Pronunciation*. Each dictionary has a special way of showing how words are pronounced, including stress.

3- *Syllable division*. This helps in spelling and pronouncing word and indicates where the word should be divided at the end of a line.

4- *Derivation*. A dictionary includes the history of each word, indicating its origin and development through different languages before it became an English word.

5- *Meaning*. Almost every word has more than a single meaning. Different meanings are given, often with illustrative sentences. Special, technical definitions are also listed.

6- *Part of speech*. These are determined, of course, by actual use in a sentence. A dictionary indicates, however, whether the word is commonly used as a noun, pronoun, verb (transitive and intransitive), adjective, adverb, conjunction, or preposition.





7- *Usage*. Your dictionary will tell you whether a word is chiefly British or American, or whether the word is formal, colloquial, dialectal, archaic, poetic, or slang. This information is often important in writing.

8- *Synonyms and antonyms*. Frequently words of similar or opposite meanings are listed, with explanation of the distinctions.

9- *General information*. Information about persons and places is listed, either within the alphabetical arrangement of the words or in special sections at the back. For example, a dictionary will tell you the location of Roanoke, the population of Katmandu, or the dates that Cleopatra ruled.

Any good dictionary will give you this much information. Some dictionaries also include rules for spelling, punctuation, and capitalization, a vocabulary of rhymes, a list of common first names in English, and even a list of colleges and universities in the United States. If you are confused by the system of weights and measures used in English, you can find a table of equivalents in your dictionary.

Whichever dictionary you use, get to know it like a friend. It is a friend.

Exercise 1: Look up the following words in your dictionary then write the information you got about their derivation, meaning, and part of speech.

frightening

astronomer

friendship

definition

substantial





FINDING WORDS QUICKLY

Look at the top of any page in your dictionary. Two words are in heavy black type. The word on the left is the same as the first word on the page. The word on the right is the same as the last word on the page. These two words are called *guide words*. They guide you to the word you are looking for. For example, if the guide words on the page are *halt* and *haste*, and the word you are looking for is *harp*, you know you will find it on that page.

When you are looking for a word, first thumb through the pages quickly, looking only at the guide words. When you come to the guide word nearest to the word you want, then look down that page for the word.

Exercise 2: Look up each of the following words in your dictionary. Try to find each as quickly as possible by using the guide words. On the lines after each word, write the guide words that appear in your dictionary. (Of course different dictionaries will have different guide words.)

	Left guide word	Right guide word
1_ combine
2_ patient
3_ journey
4_ witness
5_ military





ENGLISH (1)

Lesson Three **(Section One)** **Respecting Parents in Islam (1)**

B.A.



Education Content

Imam Sajjad was a very kind and patient person. He almost never got angry and he always had a smile on his face. One day when he was walking down the street with a few of his friends, he saw an old man carrying a heavy load while his son walked next to him. He lost his smile and became angry. All his friends were very surprised to see him in this way, as they had never seen him angry. They asked what had happened to make him so angry. Imam Sajjad replied that he was angry to see a son walk with his father letting him carry a heavy load and not helping.

It is narrated that Prophet Mohammad has said: "One who pleases his parents has actually pleased Allah, and one who has angered his parents has actually angered Allah." A person once went near Prophet Mohammad and said: "I have an old father and mother who, due to their dependence on me, are not keen for me to go to Jihad." After hearing this, Prophet Mohammad said: "Stay with your parents! One day of attending them is better than one year of Jihad."

Question

1- What made Imam Sajjad so angry?

He saw an old man carrying a heavy load while his son walked next to him, and it made him so angry.

2- What is Prophet Mohammad's idea about the importance of respecting parents?

He has said: "One who pleases his parents has actually pleased Allah, and one who has angered his parents has actually angered Allah."





Comprehension Three

Chuck

Once there was a pig. His name was Chuck. He lived on a farm.

Chuck was happy. He liked to eat and sleep. Best of all, He liked to go to school.

Most pigs don't go to school, but Chuck did.

Chuck couldn't read books or make pictures. But he could play with the children. That's why he liked school.

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What is this story about?

- a) a pig that goes to school
- b) children who play whit pigs

2- How was Chuck like other pigs?

- a) He played with the children.
- b) He lived on a farm.

3- How was Chuck not like most pigs?

- a) He liked to sleep.
- b) He went to school.

Learn about Words

B) b + ook = book

Say the word *book*. Listen to the sound of *ook*. Then look at the letters in the box. Add each letter to *ook* to make a word.

	1	l
2	b	+ ook
3	t	





Now write the words in each sentence.

- 1- The boy likes to read a
- 2- Chuck liked to at the children.
- 3- The children turns playing with Chuck

Think about It

D) Read each sentence. Look at the underlined word. Find the word in the box that means almost the same thing. Write the word.

glad

draw

small

smile

- 1- Chuck was a little pig.
- 2- He was happy to have friends.
- 3- They made Chuck grin.
- 4- They would make pictures for Chuck.



ENGLISH (1)

Lesson Three **(Section Two)** **Respecting Parents in Islam (2)**

B.A.



Education Content

Study Skills

SPELLING

There is no need to tell you that English spelling is difficult. But it may help to know that native English speakers find it just as confusing. George Bernard Shaw, a famous playwright, once spelled fish in this way: ghoti. Here is his reasoning: f is spelled gh as in enough; i is spelled o as in women; sh is spelled ti as in nation.

As a matter of fact, English spelling is not nearly so bad as this example suggests. About 85 percent of the words in English have what can be considered a regular spelling. (Fish is one of them). Following are a few spelling rules that are worth learning because they apply to so many words. Study these rules and the examples. Then the next time you use your dictionary for help in spelling ask yourself if there is a rule that could be followed so that you would not have to use a dictionary.

Rule 1: To add a suffix to a one-syllable word with a single vowel followed by a single consonant, double the final consonant.

run + -ing = running

fat + -er = fatter

sad + -est = saddest

cut + -able = cuttable

Rule 2: To add a suffix to a word of more than one syllable, double the final consonant of the last syllable if it ends in a single vowel followed by a single consonant and if the stress remains on the last syllable.





begin + -ing = beginning	refer + -ence = reference
occur + -ence = occurrence	(stress shifts)
prefer + -ed = preferred	refer + -ed = referred
	(stress remains)

Rule 3: Drop the final *e* before a suffix beginning with a vowel.

take + -ing = taking	desire + -able = desirable
write + -ing = writing	believe + -able = believable

But keep the *e* in order to keep the "soft" sound of *c* or *g* before suffixes beginning with *a*, *e*, or *o*.

charge + -able = chargeable
notice + -able = noticeable
courage + -ous = courageous

Rule 4: In syllables with a long *e* sound (as in *me*), *i* come before *e* except after *c*.

believe	grief	receive
chief	piece	ceiling

Exceptions: seize, weird, leisure (American pronunciation)

Rule 5: For words that end with *y* preceded by a consonant, change the *y* to *i* before adding a suffix (except those beginning with *i*).

happy + -est = happiest	cry + -ing = crying
beauty + -ful = beautiful	study + -ing =
studying	

However, for the plural or third person singular present tense, change the *y* to *i* and add *-es*.





sky + -s = skies

carry + -s = carries

cry + -s = cries

theory + -s = theories

Rule 6: For words that end with *y* preceded by a vowel, keep the *y* before adding a suffix.

gay + -est = gayest

enjoy + -ing = enjoying

boy + -ish = boyish

play + -s = plays

Exceptions: day + -ly = daily say + -ed = said

pay + -ed = paid lay + -ed = laid

Spelling Exercise

Study the six rules with their examples and few exceptions. Then, for each of the following words, add the suffix in parentheses. Write the word clearly on the line.

1- forget (+ -ing)

2- chilly (+ -er)

3- occur (+ -ing)

4- pay (+ -ed)

5- surprise (+ -ing)

6- support (+ -ed)

7- regret (+ -able)

8- lady (+ -s)

9- advantage(+ -ous)

10- pleasure (+ -able)





ENGLISH (1)

Lesson Four

(Section One)

Importance of Paying Zakat (1)

B.A.



Education Content

Islam regards all wealth as belonging to God and thus a trust (amanat) from Allah. We will have to account for the wealth that Allah has given to us in the hereafter. One may collect as much wealth as one pleases, as long as it does not violate the law of morality. Wealth-gathering is a legal activity as long as it does not cause theft, cheating, cruelty, usury (riba), or harming of others. Indeed, the search of wealth is one of man's primitive concerns and demands for survival (consisting of food, shelter and clothing).

One of the tenets of Islam is that wealth, once acquired, ought to be shared with others in some proportion. This is the requirement of charity and it is as old as humanity and is always regarded as a high moral value. Some purposes of Zakat are:

- To hold back jealousy and uneasiness among the poor and needy towards the rich, as a tradition had mentioned: "Once you have settled the Zakat upon your property, then you had put away the evil that might have risen from it."
- To assure the needy that their fellow brothers will not passively see them suffer misfortune.

Comprehension Four

The Cream and the Cat

Mark went out to buy some cream for his mother. But he met a hungry cat. He gave her the cream because she needed it. Then the cat went home with him. She liked him.

Mother asked, "Where's the cream? Is it in that bag?"

Mark said, "No. It's in the cat."



**How Well Did You Understand?**

A) Read each question. Write *a* or *b*.

1- What is this story about?

a) Mark makes friends with a cat.

b) Mark goes to the store for cream.

2- Why did the cat like Mark?

a) because Mark fed the cat

b) because the cat liked Mark's bag

3- What is the joke in this story?

a) The cat was in the bag.

b) The cream was in the cat.

Learn about Words

B) $c + at = cat$

Say the word *cat*. Listen to the sound of *at*. Then look at the letters in the box. Add each letter to *at* to make a word. Now write the words in each sentence.

1	f	+ at
2	s	
3	c	

1- The..... was hungry.

2- It..... down and ate the cream.

3- The cat could get





ENGLISH (1)

Lesson Four **(Section Two)** **Importance of Paying Zakat (2)**

B.A.



Education Content

Study Skills

PRONUNCIATION

Pronunciation Differences

Foreign students are often worried about the differences of English pronunciation. Should they pronounce *laboratory* with stress on the first or the second syllable? Does the first syllable of *either* rhyme with *me* or *my*? Is the first syllable of *forest* pronounced *far-* or *for-*? Differences of these kinds are not nearly so important as students fear. All English speakers are aware of such differences, and most speakers accept them willingly. Though a different pronunciation may sound strange and may identify the speaker as being from a different geographical area or from a different social or economic class, there is seldom any real difficulty of understanding. Speakers from all areas of the United States understand each other, and certainly Americans and Britons can communicate without any serious misunderstanding.

There are relatively few words that may have different pronunciations. Like alternative spellings, these differences are recorded and labeled in your dictionary.

Exercise

Check your dictionary and decide which pronunciation is true.

- 1- prophet
- 2- religion
- 3- university
- 4- message
- 5- truth



In The Name Of God



ENGLISH (1)

Lesson Five (Section One)

Some Parts of the Prophet's Speech at Qadir (1)

B.A.



Education Content

In the name of God, the Merciful, the Compassionate. Praise and thanks be to Allah who is Supreme in His uniqueness. His knowledge is upon every being while He is in His place, and He controls all creatures by His power and logic. He has always been praised and will be forever. I thank Him very much and always praise Him, though in comfort or in trouble, though in difficulty or in peace.

Gabriel came down three times and chose me to stand here and announce to any black or white person that Ali, the son of Abu Talib, is my brother, my substitute, and the leader of my nation after me. His relation to me is the same as the relation of Haroun to Moses except that there is no prophet after me.

Question

1- What did Gabriel ask the Prophet Mohammad to announce?

That Ali, the son of Abu Talib, is Prophet's brother, his substitute, and the leader of his nation after him.

2- The relation of Imam Ali and Prophet Mohammad was like whose relation in the history?

It was like the relation of Haroun to Moses.

Comprehension Five

Can a Dog Help?

Dog needed a house to live in. So he looked in the newspaper and read the "Help Wanted" part.

The newspaper said, "Help wanted. My house needs a dog."

Dog picked up the newspaper. He went to the house. He saw a woman. Dog said, "Can I help?"

The woman smiled at him. She gave him a pat.

She said, "Yes! You can help. You can be my pet."

And that is how Dog found his house.

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What is this story about?

a) How Dog learned to read a newspaper

b) What Dog did to find a home

2- What could a dog do in real life?

a) A dog could get a newspaper

b) A dog could read a newspaper

3- What was the woman looking for?

a) A house for her dog

b) A dog for her house



**Learn about words**

B) c + at = cat

Say the word *cat*. Listen to the sound of *at*. Then look at the letters in the box. Add each letter to at to make a word.

1	p	
2	c	+ at
3	s	

Now write the words in each sentence.

- 1- The woman did not want a
- 2- The dog and read the newspaper.
- 3- The woman gave the dog a on his head.

Think about It

D) One word in each pair of sentences is underlined.

Find the opposite of the underlined word in the other sentence. Write the word.

- 1- Dog went to the woman's front door.
She was in the back of the house.
- 2- The woman's house was near the school.
Dog walked far to get there.
- 3- Dog was the first to get there.
He was the last to go home.





ENGLISH (1)

Lesson Five

(Section Two)

Some Parts of the Prophet's Speech at Qadir (2)

B.A.



Education Content

Study Skills

Definitions of Words

Important! Be sure to read the introduction to your dictionary to find out the order in which the different meanings are listed. Some dictionaries list the earliest meaning first and the most recent meaning last. This order is useful if you are interested in the historical development of meanings. Some dictionaries list the most common current meaning first, which is then traced back to earlier meanings.

Probably the most important information regarding a word is its meaning. You must understand, however, that most words in English have many meanings or shades of meaning. It is this fact which makes a dictionary dangerous if it is not used correctly; words with several different meanings are sometimes illustrated in sentences or phrases. Notice the different meanings for the word drop:

Drop -n 1. a small amount of liquid in a roundish shape: a *drop* of rain. 2. a sudden fall. 3. a distance down: a *drop* of 30 feet. -v. 1. to fall in drops. 2. to fall suddenly. 3. to kill. 4. to go lower; sink.

The "real" meaning of the word *drop* depends upon how it is used in a sentence. For example: "I felt a drop of water on my face" (noun, meaning 1); "He was frightened by the deep drop" (noun, meaning 3); "The book dropped to the floor" (verb, meaning 2); "He dropped the lion with a single shot" (verb, meaning 3).

Look up the word *whale* in your dictionary. What one word does your own language use to identify this creature? The word *whale* has a fairly specific meaning; it can be translated into another language without much difficulty or danger. However, this is true only of words that are technical or very specialized. Most words have such a range of meaning that it is impossible to translate their meaning in isolation.





Remember: When you are looking for a definition, do not read just the first meaning listed. Look for the meaning that best fits the context in which the word is used. Do two other things: (1) Look at the spelling and pronunciation of the word, especially the stress. Looking at the history of the word is also an interesting and useful way to learn about the word and to fix its meaning in your mind. (2) Look at the words above and below the word. These are often closely related; if so, they will help to extend your recognition of the word in other forms and contexts.

Word Definition Exercises

Exercise 1

The following words are familiar to you. However, look up each word in your dictionary. Notice how the different meanings are divided according to parts of speech. Sometimes a numbered meaning will have several letters meaning. On the lines below, write the total number of different meaning for each word. Include in your count all the numbered and meaning for each part of speech.

run fast set work

Exercise 2

Notice the different meanings of the word *play* in the following sentences. Using your dictionary, find the specific meaning of *play* in each sentence. Write the meaning on the line after each sentence.

- 1- The children like to *play* in the afternoon.
- 2- John will *play* the piano in the concert.
- 3- The *play* written by Hamlet was a success.



**Grammar****The past perfect Tense****زمن الماضي التام**

هو الزمن الذي يستخدم للتعبير عن حدث معين أو فعل معين وقع (قبل حدث آخر) في الماضي، أي أن هناك حدثين أو فعلين وقعا في الماضي، وقع أحدهما قبل الآخر، والأول هو الماضي التام، والثاني هو الماضي البسيط.

How to form the Past Perfect**كيفية صياغة الماضي التام؟**

Subject + Had + past participle

طبعاً الفعل المساعد هنا had يأخذ جميع الضمائر بدون إستثناء

(She-he-it-you-they-we-I)

Example:

I had eaten breakfast before I went to school.

فالحدثان وقعا في الزمن الماضي لكن أحدهما تقدم على الآخر، وهو أكل الفطور، فيُشار إليه بالماضي التام، أمّا الحدث الثاني فيشار إليه بالماضي البسيط.

Examples**أمثلة**

١ - يستخدم بعد before: I had finished my homework before the teacher came.

٢ - يستخدم بعد after: The doctor had come after I called him.

٣ - يستخدم بعد already: home got I by the time eaten already had My Parents

كيفية النفي وصياغة السؤال:

تعتبر had فعلاً مساعداً، ولذلك يتعامل معها عند صياغة الأسئلة صياغة باقي الأفعال المساعدة، فيقدم على الفاعل والفعل، ويستخدم بعد أدوات السؤال، كما أنها تنفي بمجرد إدخال النفي عليها.

أمثلة:

1 - Had he finished his homework before the teacher came?

2 - Had the doctor come after he called him?

3 - Had his parents eaten by the time he got home?



ENGLISH (1)

Lesson Six

(Section One)

Fatima Bint Asad, as Kind as a Real Mother(1)

B.A.



Education Content

Fatima Bint Asad was born in a family that was the center of religion. Her grandfather Hashim Ibn Abd Manaf was the leader of Quraysh and keeper of Kaaba. The Hashimi family in the tribe of Quraysh is famous for its moral virtues among the Arab tribes. Fatima Bint Asad was the most remarkable lady who followed the religion of prophet Ibrahim, before Islam. She believed in Allah and acted according to all the previous prophets' instructions. She took good care of her husband and loved her children and above all Mohammad. Fatima Bint Asad had the chance to bring up five of the holy infallibles (Ma'soomin). They were Mohammad, Imam Ali, Fatima Zahra and for a short time Imam Hassan and Imam Hussein too.

Mohammad loved her so much that when he heard the news of her death, he quickly went to her house, sat beside her and prayed for her. He gave his shirt to be used as part of her shroud. When the grave was prepared, Mohammad himself examined it and with his own hands put her into the grave. After the ceremony he said: "She was so kind to me that whenever she had any good thing, she gave it to me, instead of using it for herself or for her own children." And I said once that on the Day of Judgment people would be gathered naked. She said: "Oh, the shame!" So, I guaranteed her that Allah would resurrect her with clothes. Then Mohammad said: "O God! Life and death are in your hands. You alone will never die. Bless my mother, Fatima Bint Asad, and give her a house in Heaven. You are the most Merciful.

Question

1- What was Fatima's religion before Islam?

It was the religion of prophet Ibrahim.

2- Why did Mohammad give his shirt to her?

Because he loved her so much.





Comprehension Six

From Rocks to Books

Once there was no paper. There were no books.

People made pictures on rocks. Or they made marks on wet mud.

But rocks and mud are hard to pick up. What else did people write on?

For a long time they wrote on plant leaves. They rolled them up to make books.

Much more time went by. Then people found out how to make paper. Now they could make lots of books. These books tell us what happened long, long ago.

You can read these books. You don't have to read rocks or hard mud or leaves. Aren't you glad?

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What does this story show?

- a) Why people do not like to read books now.
- b) How people started making real books.

2- Why did people stop writing on rocks and mud?

- a) Because they found better things to write on.
- b) Because rocks and mud were too hard.

3- Why were plant leaves better than rocks?

- a) Because they were bigger than most rocks.
- b) Because they could be rolled up.



**Learn about Words**

B) h + **ay** = hay

Say the word *hay*. Listen to the sound of *ay*.

Look at the letters in the box.

Add each letter or group of letters to *ay*
to make a word.

Now write the words in each sentence.

2 p

4 st

5 w

1- Ali knows the there.

2- You don't have to to take home books.

3- You can and read books there too.



ENGLISH (1)

Lesson Six

(Section Two)

Fatima Bint Asad, as Kind as a Real Mother(2)

B.A.



Education Content

Study Skills

Remember! When you are looking for a definition, do not read just the first meaning listed. Look for the meaning that best fits the context in which the word is used. Do two other things: (1) Look at the spelling and pronunciation of the word, especially the stress. Looking at the history of the word is also an interesting and useful way to learn about the word and to fix its meaning in your mind. (2) Look at the words above and below the word. These are often closely related: if so, they will help to extend your recognition of the word in other forms and contexts.

IDIOMS. Look up the word look. After the main definition you will see a series of idioms; for example, *look after*, *look for*, *look out*, *look up*. Idioms of this kind are difficult and confusing to foreign students and English uses many of them. Your dictionary can be helpful, however, because many common idioms are listed under the main word, or sometimes as separate entries. Examples are also often included.

Idiom Exercise

Exercise 1

Each of the following sentences is a comment you might hear in class or on campus. Look up the italicized idiom in your dictionary. Write its meaning on the line. If your dictionary does not include the idiom, write "not in (name of dictionary)."

1. Your ideas are good, but they don't *hang together* very well.
2. My roommate is pretty *hard up* these days.
3. Professor Baker's lecture was way *over my head*.
4. Stop *putting it off*. Do it now!





RESTRICTIVE OR USAGE LABELS. The entry for many words in your dictionary will include some kind of label that describes the limitations or special uses of the word. Some labels refer to specific dialects, such as United States, British, or Scottish. Some refer to earlier uses or meanings in the history of English, such as archaic or obsolete. Some refer to the level of usage: whether the word has a literary flavor (for example, *poetic*), whether it is formal or informal, or whether it is primarily slang or colloquial. Some labels refer to special fields of study, such as medicine, law, chemistry, physics, electronics, history or architecture.

Exercise 2: Look up these two words in your dictionary. Write each of the labels that is listed for the word.

- 1- float
- 2- nucleus



Grammar

The Past simple

زمن الماضي البسيط

هو الزمن الذي يتحدث عن نشاط أو حدث أو فعل معين حدث وإنتهى في الماضي.

How to form the Past simple Tense?

كيفية صياغة الماضي البسيط؟

هناك صياغتان للماضي البسيط :

الأولى: الصيغة المنتظمة (غير الشاذة) وهذه بكل بساطة تكون بإضافة فقط حرفي (ed) إلى نهاية الفعل فيصبح الفعل ماضياً. وهذه الصيغة متبعة في الأفعال المنتظمة فقط (regular verbs) والصيغة هي كالتالي:

Subject + V + ed + complement



مثال:

I talked to him yesterday.

أنا تحدثت معه أمس.

والفعل هنا وقع أمس وانتهى.

الثانية: الصيغة الشاذة، التي لا يضاف لها ed بل تُصاغ بنحو غير قياسي، أي أنها سماعية، ولا قاعدة تحكم

هنا بل مجرد السماع. وتسمى irregular verb.

مثال:

I told him yesterday.

أنا قلت له أمس.

موارد استخدام الماضي البسيط:

أولاً: في حالة التعبير عن نشاط أو فعل معين حدث في وقت محدد في الماضي. وعادة ما نستخدم كلمات معينة تدل على تحديد الزمن والوقت مثل:

أمس	Yesterday
الليلة الماضية	last night
منذ سنة	year ago
الأسبوع الماضي	last week
الشهر الماضي	last month

Examples

He came yesterday.

They arrived last week.

She brought it a year ago.



ثانياً: أيضاً في حالة التعبير عن حدث معين ليس له زمن محدد في الماضي. ويكون الوقت مفهوماً من المضمون الكلي.

Examples

She went to the village.

هي ذهبت إلى القرية.

وكما نلاحظ لا يوجد وقت محدد لزمن ذهابها.

The teacher spoke to the students.

ففي المثالين لم يحدد الزمن وكل ما نعلم عن الحدث أنه حصل في الماضي.

The negative form

صيغة النفي

وصيغتها كالتالي:

Subject + did not + Present tense

علماً أن الفعل المستخدم هنا هو المضارع (present tense) مثال:

She went to the village.

She did not go to the village.

كيفية صياغة السؤال؟

نستخدم أيضاً في السؤال الفعل did إذا كان مثبتاً و did not إذا كان منفيًا.

مثال:

They arrived last week.

Did they arrive last week?

نلاحظ أننا إذا استخدمنا did يكون الفعل الأساسي في صيغته الأصلية أي المصدر من دون أي إضافات ..

وهكذا نعمل عند استخدام أدوات السؤال، مثال:

When did they arrive?





ENGLISH (1)

Lesson Seven

(Section One)

Imam Hussein Fought with Yazid to Save Islam(1)



Education Content

Imam Hussein Fought with Yazid to Save Islam

Imam Hussein was forced to fight with Yazid's army because he would not give allegiance to Yazid. When Imam Hussein heard that he had to give allegiance to Yazid or he would be killed, he replied that: a man like him could not give allegiance to a man like Yazid. Imam Hussein knew that he, his friends and his family would die in Karbala. He also knew that this was the only way that he could show to the other Muslims that Islam was in fact being destroyed. Imam Hussein wanted people, to know that it was not for power but for Islam and because of this in his army people had to be believers, not soldiers.

Imam Hussein had rich, noble men, freed slaves, old and young men, men who had done wrong and repented, and also pious men. Whenever other Muslims heard about the events of Karbala, they would ask themselves, why it was that men from different backgrounds, different ways of life, all came together to fight and die with Imam Hussein. Every Muslim regardless of his color, his race, his background, his financial situation, his age, could be one martyr in the army of Imam Hussein and through his martyrdom understand why Imam Hussein did what he did.

Question

- 1- What made Imam Hussein fight with Yazid?
- 2- What kind of people were in Imam Hussein's army?





Comprehension Seven

Sun and Wind

Sun and Wind were talking. Wind said, "I'm stronger than you."

Sun said, "I'm pretty strong."

Wind said, "Let's play a game."

"How?" Sun said.

"See that man," Wind said. "I'll make him take his coat off." So Wind blew hard. But the man held his coat around him.

"My turn," said Sun smiling. Soon the man got very hot. Then he took his coat off.

"I win," said Sun. "And I made the man happy because it's a sunny day."

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What is this story about?

- a) A man who went out on a windy day.
- b) A game that Sun and Wind were playing

1- What did Sun do that Wind could not do?

- a) Made the day very sunny.
- b) Made the day very cold.

3- What part of this story could not really happen?

- a) The sun couldn't make the man hot.
- b) The sun and the wind couldn't talk.



**Learn about Words**

B s + **un** = **sun**

Say the word *sun*. Listen to the sound of *un*. Then look at the letters in the box. Add each letter to *un* to make a word.

1 f

2 s + **un**

3 r

Now write the words in each sentence.

- 1- The and the wind were playing a game.
- 2- The man wanted to away.
- 3- The game was





ENGLISH (1)

Lesson Seven (Section Two)

Imam Hussein Fought with Yazid to Save Islam(2)

B.A.



Study Skills

FOREIGN WORDS AND PHRASES. Frequently you will hear in a lecture or read in a textbook a word or phrase that is not English but often used in English. For example, you may read that "the income per capita of Southeast Asian countries is very low." Your dictionary will tell you that *per capita* literally means "by heads"; that is, counting each individual as a unit of population. Your dictionary will define many common foreign words and phrases, either the main alphabetical listing or in a special section at the back.

Exercise

Look up each of the following foreign words or phrases. Write its English meaning on the line.

- 1- a priori
- 2- et cetera
- 3- et al.
- 4- e.g.
- 5- per se
- 6- vice versa
- 7- vis-à-vis

PERSONS AND PLACES. Your dictionary includes information about important persons and places. These entries are usually listed in the main alphabetical arrangement of words, but some dictionaries may put them in the back in separate sections of biographical names and a pronouncing gazetteer. Learn how your dictionary includes this kind of information. *Avicenna*, *Hafiz*, *Damavand* and *Simon Bolivar* are a few of such words that you might find in your dictionary.



**Grammar****present perfect tense****تعريف المضارع التام**

هو الزمن الذي نستخدمه للتحدث عن حدث أو فعل حدث قبل فترة وهذه الفترة غير محدّدة (أي قبل ساعة - قبل يومين - قبل سنة -..... إلخ) وهذا الحدث ما زالت آثاره ونتائجه متبقية إلى الآن .
إذاً الحدث لابد أن يكون :

* فعلاً وقع أو حدث قبل فترة غير محددة . وقد تكون أحياناً محدّدة.
* ما زالت آثار هذا الفعل أو الحدث باقية إلى الآن.

I have read this book.
She has taught the lesson.

How to form the present perfect tense**صياغة زمن المضارع التام**

Subject + have/has + past participle

Examples

I have learned Arabic since I came to Iraq.
He has learned English for tow years.

Usage of this tense**موارد استخدام زمن المضارع التام**

أولاً: في حالة التعبير عن حدث أو نشاط مستمر، وهذا الحدث بدأ في وقت محدد في الماضي واستمر إلى الوقت الحاضر أي زمن التكلم. وفي هذه الحالة عادة نستخدم حرف الجر since
مثال:

I have met many people since I came here in June.

لقد قابلت الكثير من الناس منذ لحظة قدومي في شهر جون.
إذاً الحدث المحدد هنا هو مقابلة الناس، والوقت بالتحديد هو في شهر جون وما زالت آثار الحدث إلى الآن.

ثانياً: في حالة التعبير عن حدث أو نشاط استمر منذ زمن أو وقت في الماضي لكن هذا الوقت غير محدد بالضبط إلى زمن التحدث. وعادة نستخدم هنا حرف الجر for.

مثال:

He has studied English for along time.

لقد درس الإنجليزية منذ زمن بعيد.



إذاً الحدث هنا هو دراسة اللغة الإنجليزية، وهذا الحدث لم يحدث في وقت معين أو محدد في الماضي (منذ زمن بعيد) إلا أن آثار الحدث وهو دراسة اللغة الإنجليزية واقعة إلى الآن.

ثالثاً: في حالة التعبير عن حدث أو نشاط حدث مرة أو عدة مرات (أي حدث مكرراً) في الماضي وإلى وقتنا الحاضر.

مثال:

He has played football from time to time.

هو يلعب كرة القدم منذ وقت لآخر. الحدث هنا هو لعبة كرة القدم، وهذا الحدث قد تكرر أكثر من مرة من الماضي وإلى الآن في الوقت الحالي .

رابعاً: في حالة التعبير عن حدث أو نشاط قد إنتهى منذ فترة قصيرة جداً قبل وقت التحدث.

مثال:

He has just left.

لقد ذهب للتو.

الفرق بين استخدام Since و for

Since

يستخدم هذا الحرف للتعبير عن وقت محدد كما رأينا في المثال السابق:

For

يستخدم هذا الحرف للتعبير عن مدة زمنية كما رأينا في المثال السابق.

How to make questions

كيفية صياغة السؤال ؟

حينما نحولها إلى سؤال نقوم بعملية المقص أو عملية إكس X أي نبدأ بالفعل المساعد have ثم الفاعل they ثم بقية الجملة...وعلامة الإستفهام

The negative form

النفي

في المضارع التام يأتي النفي بعد have/has دون تغيير آخر في الجملة.

مثال:

They have studied English.

The have not studied English.



الكلمات التي تستخدم عادة مع المضارع التام وهي:

already وتعني للتو – الآن – سابقا

مثال:

She has already gone .

لقد ذهبت للتو.

Just وتقع بين الفعل الأساسي والفعل المساعد.

وتعني منذ لحظات – منذ وقت قصير – بالتمام أو تماما .

مثال:

I have just had lunch.

Yet وبالعادة تستخدم هذه الكلمة في النفي والأسئلة فقط، وتعني حتى الآن وهي تشير إلى أن المتكلم يتوقع شيئا أن يحدث.

أمثلة :

مثال على النفي

I have not posted the letter yet.

لم أرسل الرسالة بعد.

والذي توقع حدوثه هو إرسال الرسالة الذي لم يحدث.

مثال على السؤال:

Has it stopped raining yet?

ألم يتوقف هطول المطر حتى الآن؟

والذي توقعه في المثال هو هطول المطر.





ENGLISH (1)

Lesson Eight (Section One)

Jihad (1)

B.A.



Education Content

Jihad

Jihad is a religious duty of Muslims. In Arabic, Jihad means "strive" or "struggle". Jihad appears frequently in the Quran and in common usage as the expression "striving in the way of Allah (*al-jihad fi sabil Allah*)". A minority among the Sunni scholars sometimes refer to this duty as the sixth pillar of Islam, though it occupies no such official status. In Twelver Shi'a Islam, however, Jihad is one of the ten Practices of the Religion.

Jihad is directed against Satan's inducements, aspects of one's own self, or against a visible enemy. The four major categories of jihad that are recognized are Jihad against one's own self (*Jihad al-Nafs*), Jihad of the tongue (*Jihad al-lisan*), Jihad of the hand (*Jihad al-yad*), and Jihad of the sword (*Jihad bil-sayf*). In the classical manuals of Islamic jurisprudence (*Fiqh*), the rules associated with armed warfare are covered at great length. Such rules include not killing women, children and non-combatants, as well as not damaging cultivated or residential areas. More recently, modern Muslims have tried to re-interpret the Islamic sources, stressing that Jihad is essentially defensive warfare aimed at protecting Muslims and Islam.

Question

What are the 4 major categories of Jihad?





Comprehension Eight

Kim's Dog

Kim wanted a dog. She ran to Mrs. Lee's house. She keeps dogs. Mrs. Lee opened her door.

Kim said: "I want a dog".

"How about a dog that looks like a fox?" asked Mrs. Lee.

"No, thank you," said the girl.

"I have a dog that keeps cats away," said Mrs. Lee.

Kim said, "I like cats."

"Well, would you want that sad little dog from the street?" Mrs. Lee asked.

"That's what I want," said Kim.

And that's what she got.

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What is this story really about?

a) What Kim thinks a good pet is.

b) What Mrs. Lee thinks a good pet is.

2- Which dog would not be a good pet for Kim?

a) A dog that doesn't like to be outside.

b) A dog that doesn't like cats.

3- Why did Kim want the sad little dog?

a) Because it was the right dog for her.

b) Because she wanted a dog that didn't like cats.





Learn about Words.

B s + **ad** = **sad**

Say the word *sad*. Listen to the sound of *ad*. Then look at the letters in the box. Add each letter to *ad* to make a word.

1	s
2	d + ad
3	h

Now write the words in each sentence.

- 1- Mrs. Lee a lot of dogs.
- 2- Kim took the dog that looked
- 3- Kim's will like the dog.





ENGLISH (1)

Lesson Eight (Section Two)

Jihad (2)

B.A.



Study Skills

Word formation

Learning the use and meaning of words in English can be made easier, and even enjoyable, if you understand something about one way in which many English words are found.

The stem of a word is its basic form, the fundamental element which is common to all the other forms of the word. A *prefix* is a form which is fixed to the beginning of a stem; a *suffix* is a form which is fixed to the end of a stem. For example:

stem = measure

suffix = *measurable*

prefix = *immeasurable*

A prefix usually changes the meaning of a word, while a suffix usually changes its part of speech. For example, the suffix *-able* changes verbs into adjectives (breakable, enjoyable). The prefix *im-* changes the meaning to the opposite: *measurable* means "capable of being measured"; *immeasurable* means "not capable of being measured."

The English language makes frequent use of this method of word formation. Notice the numerous words formed on the stem, *act*.

prefix + act	act + suffix	prefix + act + suffix
react	action	reaction
enact	active	enactment
reenact	actively	reenactment
interact	actionless	reactor
transact	actable	reactive
	activity	reactivate





activate	reactivation
activation	interaction
actor	transaction
actress	inactive
	inaction

By learning only a few prefixes and suffixes, you will be able to recognize or guess the meaning of hundreds of English words.

Word formation Exercises

Exercise 1. In the chart below, some of the most common prefixes are listed alphabetically. The meaning of each prefix is given as an area of meaning because most often there is no one single specific meaning. In the right-hand column, space has been left for you to record examples of words which use the prefix. Your dictionary will provide examples. Choose those which are familiar or potentially useful to you.

Prefix	Area of meaning	Examples
ante	before	
anti	against, opposite	
auto	self	
bi	two, twice	
circum	around	
con, co-col-, com-	with, together	
de-	down, reversing	





ex-, e-	out, from	
in-	in	
inter-	between, among	
macro-	large	
micro	small	
mis-	wrong, unfavorable	
mono-	one, alone	
post-	behind, after	
pre-, prim-	first	
pro-	for, before	
re-	again	
sub-, sup-	under	
trans-	across	
tri-	three	
uni-	one	
un-, ir-, in-	not	
ultra	beyond, excessive	

**Grammar****The simple future tense****زمن المستقبل البسيط**

هو الزمن الذي نستخدمه للتحدث عن الأشياء أو النشاطات أو الأفعال التي تحدث في المستقبل سواء كان المستقبل القريب أو البعيد، والبعد والقرب يتضح من القرائن المصاحبة للجملة من قبيل اسم الزمان فيها.

كيفة صياغة زمن المستقبل البسيط ؟

للمستقبل البسيط صياغتان:

الصياغة الأولى:

To be + going + main verb

الصياغة الثانية:

Will + main verb

موارد استخدام المستقبل البسيط:

هناك موردان لاستخدام المستقبل البسيط:

المورد الأول: للتعبير عن تخطيط مسبق لفكرة معينة أو شيء معين تود عمله في المستقبل.

أمثلة:

I am going to borrow a book from the library tomorrow.

فاستخدمت صيغة (to be going) للتعبير عن التخطيط المسبق، وهو استعارة كتاب من المكتبة.

I will travel to Iran soon.

فاستعملت هنا (will) للتعبير عما تودّ فعله في المستقبل.

المورد الثاني: للتنبؤ بشيء معين لأن يحدث في المستقبل، من قبيل تنبؤ الحالة الجوية.

أمثلة:

Tomorrow is going to rain (to be rainy).

Tomorrow will rain (to be rainy).

فاستخدمت هنا صيغتي المستقبل للتعبير عن شيء يودّ الفاعل عمله في المستقبل.





ENGLISH (1)

Lesson Nine (Section One)

The Great Challenge (1)

B.A.



Education Content

The Great Challenge to Produce One Chapter Like the Chapters of the Holy Quran

God has said in the Quran:

And if you are in doubt about what We have revealed (the Quran) to Our worshiper (Muhammad), then produce a chapter like it, and call your witnesses (supporters and helpers) besides God if you are truthful. And if you do not do it, and you can never do it, then fear the Fire (Hell) whose fuel is men and stones. It has been prepared for disbelievers. And give good news (O Muhammad) to those who believe and do good deeds, that for them are gardens (Paradise) in which rivers flow.... (Quran, 2:23-25)

Ever since the Quran was revealed, fourteen centuries ago, no one has been able to produce a single chapter like the chapters of the Quran in their beauty, eloquence, splendor, wise legislation, true information, true prophecy, and other perfect attributes. Also, note that the smallest chapter in the Quran (Chapter 108) is only ten words, yet no one has ever been able to meet this challenge, then or today.

Some of the disbelieving Arabs who were enemies of the Prophet Muhammad tried to meet this challenge to prove that Muhammad was not a true prophet, but they failed to do so. This failure was despite the fact that the Quran was revealed in their own language and dialect and that the Arabs at the time of Muhammad were a very eloquent people who used to compose beautiful and excellent poetry, still read and appreciated today.



The smallest chapter in the Holy Quran (Chapter 108) is only ten words, yet no one has ever been able to meet the challenge to produce one chapter like the chapters of the Holy Quran.



Comprehension Nine

The Lion and the Mouse

One day a lion was taking a walk. He walked into a net.

"Help!" he yelled. "I can't get out." A fat little mouse came running along. She cried, "I'll help you!"

"Oh!" said the lion. "How could you help? You're too little."

"I can too help! You'll see," she cried. And she began biting the net into small bits.

When the lion got out, he smiled. He said, "You may be a little mouse. But you're a big help."

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What does this story show?

- a) It's very easy to fool a lion.
- b) You don't have to be big to help.

2- Why did the lion yell?

- a) He wanted to make the mouse go away.
- b) He wanted someone to help him.

3- What did the mouse do for the lion?

- a) She let him out of the net.
- b) She ran to get help.



**Learn about Words.****B** g + et = getSay the word *get*. Listen to the sound of *et*.

Then look at the letters in the box.

Add each letter to *et* to make a word.

1	n	
2	p	+ et
3	g	

Now write the words in each sentence.

- 1- The lion walked into a
- 2- He could not out.
- 3- A lion is not a good

Think about It**D** *Mouse* and *house* end the same way. They rhyme. Write the word that ends like or rhymes with the underlined word.

- 1- The lion was mad.
The mouse was (fat, glad).
- 2- The mouse was small.
The lion was (big, tall).
- 3- "I can't get out."
The lion did (shout, yell).
- 4- I'll help if I can.
I just need a (friend, plan).





ENGLISH (1)

Lesson Nine (Section Two)

The Great Challenge (2)

B.A.



Study Skills

Exercise 1:

In the chart below, some of the most common suffixes are listed alphabetically. The meaning of each suffix is given as an *area* of meaning because most often there is no one single specific meaning. In the right-hand column, space has been left for you to record examples of words which use the suffix. Your dictionary will provide examples. Choose those which are familiar or potentially useful to you.

Suffix	Area of meaning	Examples
-able -ible	capable of being	
-ance -ence	state, condition, or quality	
-ation -tion	condition, or the act of	
-dom	state, condition, dignity, office	
-ee	the object or receiver of action	
-en	pertaining to, of the nature of	
-er	the one who	
-ful	full of, or characterized by	
-ic	pertaining to	
-ous	full of, of the nature of	
-ize -ise	to make like or affect with	
-ish	to form adjectives from nouns; belonging to, like	
-ism -ist	action or practice state or condition	
-less	without, loose from	
-ly	like	
-ness	state, condition, quality	





Grammar

Imperative

الجملة الخبرية

تبدأ الجملة الأمرية بالمصدر الخالي عن To من قبيل:

Go home afternoon.

وإذا كانت منفية فيقدم عليها أداة النفي من قبيل:

Do not tell him what happened.

وقد يُضاف إليها Please للتعبير عن الطلب بأدب.

Please, tell me the truth.

موارد استخدام الجملة الخبرية

١ - طلب أمر ما، من قبيل:

Bring me the book.

Don't pour the water.

٢ - النصائح والتحذيرات، من قبيل:

Be careful.

Don't be afraid.



ENGLISH (1)

Lesson Ten (Section One)

Fatima Zahra and the Blind Man (1)

B.A.



Education Content

Fatima Zahra and the Blind Man

One day t Prophet Mohammad was sitting in Fatima Zahra's house when they heard a knock on the door. The housemaid came to Prophet Mohammad and said: "Oh! Prophet of Allah your companion Abdullah Ibn Umme Maqdoom (who was blind) has come to visit you." Prophet Mohammad immediately told the housemaid to let him in. At this time his daughter Fatima Zahra, got up to go to her room. The Prophet Mohammad told her "My daughter Fatima, where are you going?" Fatima Zahra replied: "since your companion is coming to see you, I am going to my room to observe my Hijab from him." Prophet Mohammad replied: "But my daughter Fatima, my companion is blind and can't see you." She said: "My father, he can't see me but I can see him so I must go inside."

This is not to say that the Prophet of Allah was not aware of the matter but this question was asked to inform the women of the importance of Hijab. And that it is not sufficient to think that we are capable of controlling our desires and will not think or look badly at someone.





Comprehension

Smoky

Smoky was an old horse. Lisa used to ride Smoky. But now Smoky stayed in his field. He was happy.

Lisa came to see Smoky. She would take apples and would pet her horse. Smoky liked apples.

Lisa liked to run. She thought Smoky would like to run too. So she opened the gate. But Smoky didn't go out because he didn't want to.

Lisa said, "You don't have to run. You stay here. I will give you an apple every day."

And she did.

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What does this story tell you?

- a) that Smoky should do what Lisa wants
- b) that there is more than one way of being kind

2- How do you know that Lisa loved Smoky?

- a) She did what was best for him.
- b) She told him that she loved him.

3- What made Smoky happy?

- a) running, letting Lisa ride him, being alone
- b) resting, eating apples, seeing Lisa

**Learn about Words****B** r + **ide** = **ride**Say the word *ride*, Listen to the sound of *ide*.

Then look at the letters in the box.

Add each letter to *ide* to make a word.

1	w	
2	h	+ ide
3	r	

Now write the words in each sentence.

- 1- Lisa liked to fast.
- 2- Smoky wouldn't from Lisa.
- 3- The gate was open

Think about It

D Read each sentence. Look at the underlined word. Find the word in the box that means almost the same thing. Write the word.

called	road	pony	glad
--------	------	------	------

- 1- Lisa has a horse for a pet.
- 2- She is happy to have a horse.
- 3- Lisa's horse is named Smoky.
- 4- Smoky stays out of the street.



ENGLISH (1)

Lesson Ten (Section Two)

Fatima Zahra and the Blind Man (2)

B.A.



Study Skills

Changing Parts of Speech

In the preceding exercise you have learned a number of the most common suffixes in English. Notice that a suffix usually changes a word from one part of speech to another. You can frequently tell the part of speech by its form, in contrast to another form of the same word. For example, *imagine* (verb), *imagination* (noun), *imaginative* (adjective), and *imaginatively* (adverb). We do not have to know the meaning of this word in order to recognize these parts of speech. In the nonsense sentence, *Tashism vipped prodoption bortly*, we can be fairly sure what part of speech each word is. We do not know this because the nouns are names of persons, places, or things, or because the verb describes an action or state of being. We have no idea of the meaning of these words. But we do recognize characteristic forms: *-ism* and *-tion* as noun endings, *-ed* as a verb ending, *-ly* as an adverb ending.

You can improve your vocabulary by learning some of these common suffixes and how they change words from one part of speech to another.



**Parts of speech Exercises****Exercise 1:**

Making verbs into nouns. Here are some common suffixes that change verbs into nouns. Fill in the blanks. Check your dictionary if you are not sure of the spelling.

-al	to arrive	the arrival	to refuse	...refusal.....
	to deny	the denial	to dismiss	dismissal.....
	to propose	...proposal.....	to approve	...approval.....
-ure	to depart	the departure	to erase	...erasure.....
	to fail	the failure	to enclose	...enclosure.....
	to press	...pressure...	to legislate	legislature.....
-y	to deliver	the delivery	to inquire	...inquiry...
	to arm	the army	to discover	...discovery...
	to flatter	.....flattery....	to recover	... recovery ...
-ment	to agree	the agreement	to punish	... punishment...
	to pay	the payment	to employ	employment...
	to govern	...government	to argue	... argument...
-ance -ence	to annoy	the annoyance	to exist	existence...
	to refer	the reference	to perform	performance...
	to attend	attendance	to prefer	...preference...
	to accept	acceptance	to disturb	disturbance
-ation	to consider	the consideration	to admire	admiration
	to inform	the information	to declare	declaration
	to combine	the combination	to examine	examination
	to resign	resignation...	to prepare	... preparation
-sion	to confuse	the confusion	to impress	... impression
	the decision	to revise	... revision ...	to decide
	to divide	...division.....	to profess	profession...
-er -or	to teach	the teacher	to paint	...painter...
	to direct	the director	to govern	governor ...
	to manage	... manager ...	to employ	... employer ...



**Grammar****“WH” question****أدوات الاستفهام**

وهي عبارة عن كلمات تستخدم للسؤال عن شيء أو كمية أو كيفية أو ما شابه، وهي:

كيف	How
ماذا، ما	What
متى	When
أين	Where
أي	Which
مَنْ	Who
مَنْ	Whom
لِمَنْ	Whose
لماذا	Why

تستخدم (Who) للسؤال عن هوية الشخص، وتستعمل للسؤال عن الفاعل والمفعول به، من قبيل:

Who called me?

فالسؤال هنا عن الفاعل.

Who did she invite?

والسؤال هنا عن المفعول.

تستخدم (Whom) أحياناً بدلاً عن (Who) للسؤال عن المفعول به، من قبيل:

Whom do you call?

تستخدم (Which) للاختيار بين شيئين أو أكثر، من قبيل:

Which book is yours?



تستخدم (What) للسؤال عن المفعول به للأشياء أو مختلف المعلومات، من قبيل السبب والظروف والحرف، من قبيل:

What is your name?

What is your profession?

What is your opinion on last development?

تستخدم (When) للسؤال عن الوقت، كما في الأمثلة التالية:

When will you arrive?

When did you get it?

تستخدم (Where) للسؤال عن المكان والموقع، من قبيل:

Where are you going?

Where does He studies?

تستخدم (Why) للسؤال عن السبب، من قبيل:

Why had you left the university?

Why are you laughing?

تستخدم (Whose) للسؤال عن الملكية، من قبيل:

Whose book is this?

Whose is the owner of this house?

تستخدم (How) للسؤال عن كيفية، من قبيل:

How did you past the test?

How is your father?

كيفية صياغة السؤال بأدوات الاستفهام؟

١ - يحذف من الجملة الأصل الجزء المسؤول عنه.

٢ - توضع أداة السؤال في بداية الجملة.

٣ - إذا كان للجملة فعل مساعد فيستخدم بعد أداة الاستفهام، أي يحل محلّ الفاعل في الجملة، وإذا لم يكن

للجملة فعل مساعد يُؤتى بفعل مساعد مناسب (do, did, does).

٤ - إذا حلت أداة الاستفهام محلّ الفاعل فلا حاجة للإتيان بالفعل المساعد. مثل:

Who called me?

Who did call me?

ولا حاجة لقول:

فالمفروض بالفاعل هنا أن يكون (He) مثلاً، فحلتّ الأداة محلّه فلا حاجة للفعل المساعد عندئذ.





ENGLISH (1)

Lesson Eleven (Section One)

The Right of Companionship in Islam (1)

B.A.



Education Content

The Right of Companionship in Islam

One day outside the city two gentlemen, a Muslim and the other one Jew or Christian, met on the road. The Muslim was going to Kufa and the other gentlemen to another place nearby. Since a part of their journey was common, they decided to travel together. They went on and on until they arrived at the point where their paths separated. The non-Muslim was surprised to see that his Muslim companion did not take the path of Kufa but went with him on the other path, where he was going. He asked: "You said you were going to Kufa, then why are you coming this way? The other one is the path to Kufa." The Muslim replied: "I know. I want to walk a few steps with you to see you off as our Prophet Mohammad has said, "Whenever two persons travel together on the same path, they have some responsibilities towards each other."

The surprise of this gentleman increased when he later learnt that his Muslim friend was Imam Ali, the Caliph of that time. Soon after, he converted to a Muslim and was counted among the most devoted companions of Imam Ali.

Question

1. Why did Imam Ali go with his companion on the path that didn't go to Kufa?
2. Who does 'he' in the 6th line refer to?





Comprehension eleven

Who Is Like You?

There are a lot of people in the world. They all look the same from a long way off. They all have a head and body. They all laugh and cry. They all think about things. They all feel things. They all dream about things they want to do.

People all need air. They all need food and water. They need to sleep. They need someone to love them. In these ways, people all seem the same. But they are not the same. They don't think the same way. They don't feel the same way. They dream different dreams. And they want different things. No one is the same as anyone else.

So, who is like you? No one in the world is just like you. You are special. There is only one you.

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What does this story show?

- a) that many people are just like you.
- b) that each person is special.

2- what is one way that all people are the same?

- a) They all have feeling about things.
- b) They all dream about the same things.

3- What is one way that all people are different?

- a) People think in different ways.
- b) People eat at different times.





B bl + ow = **blow**

Say the word *blow*. Listen to the sound of *ow*. Look at the letters in the box. Add each letter or group of letters to *ow* to make a word.

1	gr	
2	kn	
3	r	+ ow
4	sl	
5	sn	

Now write the words in each sentence.

- 1- People how to do many things.
- 2- Some people flowers in their gardens.
- 3- Many people live where there is

Think about It

D Read each pair of words. Write the word that comes first in alphabetical order.

- 1- hope dream
- 2- laugh cry
- 3- food water
- 4- same different



ENGLISH (1)

Lesson Eleven (Section Two)

The Right of Companionship in Islam (2)

B.A.



Education Content

Study Skills

Exercise 1:

Making adjectives into nouns. Here are some common suffixes that change adjectives into nouns. Fill in the blanks. Check your dictionary if you are not sure of the spelling.

-ness	kind	the kindness	pleasant	.....
	quiet	the quietness	useful	.....
	happy	.....	sleepy	... sleepiness..
-ity	Active	the activity	real	.....
	Curious	the curiosity	mobile	.....
	Stupid	.....	tranquil	... tranquility...
-ism	Ideal	.....	imperial	.imperialism.
	Colonial	the colonialism	conservative	.....
	Human	.....	favorite	.....

Exercise 2:

Making nouns into adjectives. Here are some common suffixes that change nouns into adjectives. Fill in the blanks. Check your dictionary if you are not sure of the spelling.





-ish	the fool	foolish	the self	.....
	the child	.....	the sheep	.....
-y	the cloud	cloudy	the dirt	.....
	the wealth	wealthy	the guilt	.....
	the fun	.....	the mess	..messy..
-ly	the friend	friendly	the order	.....
	the cost	costly	the man	.....
	the month	.....	the time	.....
-al	the person	personal	the accident	.....
	the universe	universal	the region	.....
	the cause	.....	the brute	...brutal...
-ous	the danger	dangerous	the nerve	.....
	the mystery	mysterious	the poison	.....
	the fame	.....	the victory	.....
-ary	the moment	momentary	the compliment	.....
	the custom	customary	the revolution	.....
	the fragment	fragmentary	the honor	.....
-like	the life	lifelike	the lady	...ladylike...
	the child	.....	the war	.....
-ic	the history	historic	the photograph	.....
	the artist	artistic	the rhythm	.....
	the athlete	.....	the base	...basic...
-less	the power	powerless	the use	.....
	the home	homeless	the fault	.....
	the age	.....	the worth	...worthless...
-ful	the power	powerful	the delight	.....
	the skill	skillful	the success	.....
	the faith	.....	the beauty	... beautiful...

**Grammar****Auxiliary verbs****الأفعال المساعدة**

تأتي الأفعال المساعدة غالباً قبل فعل أصلي، تعينه في نفيه أو إضافة معنى خاص له، من قبيل التصريفات المتعارفة للأفعال، أو لتكميل معنى الجملة والفعل، كما هو الحال في القسم الثاني من الأفعال المساعدة الآتي.

تنقسم الأفعال المساعدة إلى قسمين:

القسم الأول: الأفعال المساعدة الصرفية، وهي:

Am is are was were have has

وغالباً ما تستعمل لتصريف الفعل إلى الأزمنة المختلفة أو لنفيه.

القسم الثاني: الأفعال المساعدة التي تُدعى (modal) وهي:

Can could shall should will would may
Might must aught to have to had to has to need
would rather had better,

وتستعمل لتكميل معنى الجملة وإضافة معنى خاص لها، من قبيل الأمر أو الرجاء أو النصح.

وكما هو واضح فإن بعضاً من هذه الأفعال بحاجة إلى حرف (To) وبعضها الآخر لا يحتاج إلى هذا الحرف.

كيفية تبديل الجملة مع الفعل المساعد إلى جملة سؤالية أو منفية:

يكفي لتبديل الجملة ذات الفعل المساعد الإتيان بالفعل المساعد قبل الفاعل.

لتبديل الجملة ذات الفعل المساعد إلى منفية يؤتى بأداة النفي (not) بعد الفعل المساعد.

من الطبيعي أن ينال الفعل المساعد التغيرات المتناسبة مع الفاعل المستخدم في الجملة من أنه يأخذ (S)

الشخص الثالث إذا كان مضارعاً، ولا يأخذها إذا ماضياً، وهكذا باقي التغيرات.

مع وجود فعل مساعد في الجملة لا يستخدم فعل مساعد آخر من خارج الجملة.



أمثلة:

1 - They can swim in the river.

Q: Can they swim in the river?

N: They can't swim in the river.

2 - Mina goes to school by bus.

Q: Does she go to school by bus?

N: she doesn't go to school by bus.

3 - They bought him a nice present.

Q: Did they buy him a nice present?

N: They didn't buy him a nice present.





ENGLISH (1)

Lesson Twelve (Section One)

The Chief of the Women of Paradise (1)

B.A.



Education Content

The Chief of the Women of Paradise

Fatima Zahra, the symbol of grace and beauty, is the finest lady in the history of Islam. Khadija, The Mother of the Believers and her daughter, Fatima, the Truthful are role models for the women of the world. Fatima, The Most Truthful Lady from the House of the Prophet got her knowledge and wisdom directly from her father, who got all this through revelation. Fatima used to watch all her father's actions closely, who was chosen by the Almighty Allah to guide human beings. She was brought up by Prophet Mohammad and was also taught how to be an ideal example for all women.

Aisha once said: "I have seen no one whose words and speech were as similar to that of the Prophet as Fatima's ". The most prosperous household is that of Imam Ali and Fatima, because its foundation was made by Mohammad and Khadija. The Prophet names his daughter, Fatima, Leader of the Women of Paradise. In the short period that Fatima lived after her father and until the time she died at the age of eighteen, she devoted her life to fight for justice. After her death Imam Ali said: "She was a flower from Heaven and went to Heaven, but has left her smell in my mind."





Comprehension twelve

Monkey Keeps Quiet

Lion loved bananas. But he didn't want the other animals to know. After all, lions eat meat. Not bananas.

Each day Monkey picked some bananas. He would climb on Lion's back. They would run off and hide in the tall grass. There they would eat the bananas.

But Monkey always talked too much. Monkey would cry, "Lion, you're too fast! Help, I'll fall! I can't stay on. Please slow down."

Lion couldn't stand all this noise. One day he said, "Don't talk today."

"But"

"Not a word," Lion said. So Monkey didn't talk.

Lion went on. At last they reached a good hiding place.

"That's good, Monkey," Lion said. "You didn't say a word."

"I wanted to," Monkey said. "I wanted to say something when I dropped the bananas back there."

How Well Did You Understand?

A) Read each question. Write *a* or *b*.

1- What did Lion learn in this story?

a) that sometimes it pays to listen

b) that sometimes it's fun to laugh

2- What did Monkey do in this story?

a) He told the other animals about Lion.

b) He did just what Lion told him to do.

3- What kind of story is this?

a) A funny story

b) A sad story



**Learn about words****B** b + **all** = **ball**Say the word *ball*. Listen to the sound of *all*.

Then look at the letters in the box.

Add each letter or group of letters to
all to make a word.

1	c
2	f
3	sm + all
4	t
5	w

Now write the words in each sentence.

1-Monkey might off Lion's back.

2-Monkey climbed up high in a tree.

3-Lion was large, but Monkey was

4- Monkey would Lion for help.



ENGLISH (1)

Lesson Twelve (Section Two)

The Chief of the Women of Paradise (2)

B.A.

**Study Skills****Exercise 1:**

Making verbs into adjectives. Here are some common suffixes that change verbs into adjectives. Fill in the blanks. Check your dictionary if you are not sure of the spelling.

-ive	to create	creative	to possess	.....
	to attract	attractive	to instruct	.....
	to select	.....	to prevent	...preventive....
-ent	to excel	excellent	to please	.....
-ant	to confide	confident	do depend	.....
	to urge	.....	
-able	to pay	.....	to perish	... perishable...
	to agree	agreeable	to force	.....
-ible	to remark	.....	to sense	.....

Exercise 2:

Making adjectives into adverbs. Here is the most common suffix that changes adjectives into adverbs. Fill in the blanks. Check your dictionary if you are not sure of the spelling.

-ly	noisy	noisily	social	.....
	private	privately	confident	.....
	recent	recently	final	.....
	easy	.....	doubtful	.....



**Exercise 3:**

Making nouns and adjectives into verbs. Here is a common way of changing nouns and adjectives into verbs. Fill in the blanks. Check your dictionary if you are not sure of the spelling.

-ize	Real	to realize	civil	.....
	Author	to authorize	immortal	.....
	Familiar	to familiarize	organ	.....
	Legal	.....	critic	.....
	Final	.....	computer	.....



ENGLISH (1)

Lesson Twelve (Section Three)

Grammer

B.A.



Grammar

a/an

are used as indefinite articles.

تستخدمان كأدوات نكرة.

The

is used as definite article.

تستخدم كأداة للتعريف.

Use “a” before a noun starting with a consonant sound.

Use “an” before a noun starting with a vowel sound.

Vowels are:

a – e – i – o – u

تستخدم أدوات النكرة في الموارد التالية:

Before a singular countable noun.

١. قبل الأسماء المفردة المعدودة.

a table

an egg

٢. قبل الوظيفة أو مجموعة معينة من الناس أو الجنسية.

Before a job, a particular group of people or a nationality.

Gamal is a doctor

He is an engineer. She is an English woman.

With numbers that mean every.

٣. مع الأرقام التي تعني “كل”

He washes his hands ten times a day. (Means every day).

٤. لا تستخدم أى أداة مع الأسماء المعنوية و أسماء المعادن.





No article is used with abstract nouns and the names of metals.

Love, beauty, hatred, wood, silver, gold

٥. لا تستخدم أى أداة قبل الجمع أو الأسماء غير المحدودة.

No article is used before plural or uncountable nouns.

تستخدم أداة المعرفة في الموارد التالية:

There are books on the table.

Milk is good for you.

١. الاسم الذى لا يوجد من نوعه سوى واحد فقط.

A noun that is the only one of its kind.

The river Nile

The Ka'aba

٢. أسماء الأنهار و البحار.....الخ.
Names of rivers, seas, oceans, etc....

The Persian Gulf

The Red Sea

٣. الاسم الذى يكون مفعول به للجملة.
A noun which is the object of a sentence.

Hamid answered the question.

٤. أسماء الآلات الموسيقية.
The names of musical instruments.

Can you play the duff?



ENGLISH (1)

Lesson Thirteen (Section One)

Kaaba (1)

B.A.



Education Content

Kaaba



Kaaba, this kiblāh of essence, belief and love, and the prayer of our day and night, our life, we say our prayers towards it every morning, noon and afternoon, evening and night, and we die with our heads towards it and we are buried towards it. You are in Masjed-al-haram, Kaaba, in front of you! A wide area, and in the middle, an empty cube and nothing else! Suddenly you tremble! Wonder! There is nobody here; there is nothing here even something to watch! An empty room! Just this! The kiblāh of our belief, our love, our prayer, our life and our death is just this?

Kaaba isn't the end of the road, it's the beginning! Here is the meeting-place, the meeting place of God, Abraham, Mohammad and people! The house that is free from personal possession, from kingdom of tyrannical commanders, the owner of the house, is God.





Comprehension thirteen

Magic Music

It was winter, and pepa's house was cold. One day someone knocked on her door.

"Come in," Pepa said.

An old man came into the room.

"I'm cold and tired," the old man said.

"Sit down," Pepa said.

"Thank you," said the old man, "This house is cold. But I can help you."

He gave Pepa a horn. "This horn will warm your house. When you're cold, play some music."

"I don't know how," Pepa said.

"Just blow into the horn."

Pepa did, and sounds filled the room. The more she played, the warmer the room got.

"I love the music," Pepa said. "I love the warm room." Pepa looked for the old man, but he was gone.

It's winter again. If you're walking by Pepa's house, you'll hear music. It must be warm inside.



**How Well Did You Understand?**

A) Read each question. Write *a* or *b*.

1-What is this story about?

a) something magic

b) something real

2-What would happen if Pepa did not play the horn for many days?

a) The house would get warmer.

b) The house would be cold.

3-When will Pepa play her horn most?

a) in the summer

b) in the winter

Learn about Words

B l + *ow* = *low*

Say the word *low*. Listen to the sound of *ow*. Then Look at the letters in the box. Add each letter or group of letters to *ow* to make a word.

1 bl

2 gl

3 kn + **ow**

4 sh

5 sl

Now write the words in each sentence.

1- I this old man will like me, pepa thought.

2- "I would like to you my house," Pepa told the old man.

3- "The wind will hard today," pepa said.

4- The old man had a very walk.





ENGLISH (1)

Lesson Thirteen (Section Two)

Kaaba (2)

B.A.



Study Skills

Guessing Meanings from Context

There are three possible ways to learn the meaning of an unfamiliar word. One way is to interrupt your reading immediately and look up the word in a dictionary. This is the safest way. It should probably be used, however, only if the following two ways are impossible.

Using what you know of word stems and word formation, you can make an intelligent guess at the meaning of a new word. Frequently this will be sufficient if you are reading fiction and do not have to understand a precise or technical meaning. For example, suppose that you read the following passage in a short story:

It was incomprehensible to Mr. Butterfield why his wife could never foresee the consequences of her extravagant talk. There are several words you might not know: *incomprehensible*, *foresee*, *consequences*, *extravagant*. You might stop at the first new word, *incomprehensible*, look it up in a dictionary, write its meaning in the book or your vocabulary record, then start reading the sentence again, stop at *foresee*, look it up, write it down, then read again, stop at *consequence*, and so on. But this would be tiring and time-consuming. It would also seriously interrupt your understanding and pleasure of the story. Instead you might analyze the new words and guess at their meaning. For example, you probably know that *comprehension* means “understanding”; the -ible suffix forms an adjective; the in- prefix makes the word negative. *Incomprehensible* probably means “not understandable.” You have seen





the *fore* of *foresee* in such words as *foreword* or *before*. *Foresee* must mean something like “to see before.” If you know that the stem *-sequ-* has a general meaning of “follow” (as in *sequence*) and *con-* means “together” or “close,” you can make a fairly good guess at the meaning of *consequences*. Even without knowing the meaning of the stem of *extravagant*, you know that *extra* means “more than necessary”; apparently Mrs. Butterfield talks too much.

extravagant, consequences, foresee, Incomprehensible

Of course this analytical approach to the meaning of words is limited and cannot be used with all words. Also it may occasionally lead you into mistakes. An *invaluable* thing, for example, is not something of no value; it means the thing has so much value can analyze the meaning of words with a good degree of confidence. Word stems, prefixes, and suffixes are like master keys. A few of them will open the doors to many meanings. Practice using what words you already know to help you learn the words that you do not know.

Another way of guessing the meaning of a word is by looking carefully at its context. Words have meaning in relation to other words and the situation in which they are used. In the sentence, “He was haughty,” there is no way to guess the meaning of *haughty*. It could mean proud, sick, happy, unintelligent – any number of meanings. “He had a haughty manner” gives you a bit more information; you now know that the word refers to his personal behavior. “His haughty manner initiated people” informs you that haughty behavior is apparently not admirable. Suppose the sentence were “His haughty manner of continually talking about





himself and his accomplishments irritated even his friends.” You now have enough information to guess that *haughty* must mean something like “proud” or “boastful.” This definition is sufficiently precise for the purpose of general reading comprehension.

“His haughty manner of continually talking about himself and his accomplishments irritated even his friends.”

Example: context

This exercise will help to direct your attention to the kind of information that a context may give you. In each exercise there are three sentences, each one adding a little more information. Each sentence has three possible definitions of the italicized word. On the basis of the information in the sentence, decide if the definition is *improbable*, *possible*, or *probable*. Write one of these words on the line for each definition. The first exercise is done for you as an example. The explanation appears in the right-hand column.

We had a *whoosis*.

There is not enough
information in the context. All
three are possible definitions.

a tropical fish	.....
an egg beater	.....
a leather suitcase	.....





We had a *whoosis*, but
the handle broke

The additional information
about the handle makes “a
tropical fish” improbable.
Since egg beaters and
suitcases have handles, they
are still possible.

a tropical fish

an egg beater

a leather suitcase

We had a *whoosis*, but the
handle broke, so we had to
beat the eggs with a fork.

“A tropical fish” is still
improbable. Because a
suitcase is not normally used
to beat eggs, “An egg beater”
is the most probable
definition.

a tropical fish

an egg beater

a leather suitcase





ENGLISH (1)

Lesson Fourteen (Section One)

The Prophet Mohammad: Wealth and Poverty (1)

B.A.



Education Content

The Prophet Mohammad: Wealth and Poverty

It was a usual meeting. Prophet Mohammad was in his place and his companions gathered around him to hear the words of wisdom and guidance. Suddenly a poor man with old clothes appeared, greeted the people: "Peace be upon you" (Salamun Alaikum). Prophet Mohammad had taught them that all Muslims were brothers and in a meeting they should sit wherever they find a place, regardless of their position. So the poor man sat at the empty place he found, near a rich man. The rich man felt very disturbed and tried to sit away from him, so that the poor man didn't touch his clothes. Prophet Mohammad observed this and said to the rich man: "Perhaps you are afraid that his poverty would affect you?" The rich man said: "No, O Messenger of Allah". Prophet Mohammad said: "Then perhaps you were apprehensive about some of your wealth flying away to him? Or you feared that your clothes would become dirty if he touched them?" Then why did you draw yourself and your clothes away from him?" The rich man said: "I admit that was the most undesirable thing to do. It was an error and I confess my guilt. Now to make apology for it, I will give away half of my wealth to this Muslim brother so that I may be forgiven."

At this moment the poor man rose and said: "O Messenger of Allah, I do not accept this offer." People present were surprised, they thought that the poor man was a fool, but then he explained: "O Messenger of Allah, I refuse to accept this offer because I fear that I might then become proud and treat my Muslim brothers the way he did to me."





1. Why did the rich man feel disturbed? Perhaps he was afraid that his poverty would affect him. perhaps he was apprehensive about some of his wealth flying away to him Or he feared that his clothes would become dirty if he from him.
2. Why did the poor man reject the offer? Because he feared that he might then become proud and treat his Muslim brothers the way he did to him.

Comprehension fourteen

Look Out!

Liz and her mother were painting.

"Our home looks so nice!" said Liz. "I like to paint. I think it's fun."

"I do, too," said her mother. "And now the walls look clean and bright."

"I've finished painting," said Liz.

"so have I," said her mother.

"I see a place that you missed," Liz said. "It's right up there."

Liz's mother got on the ladder. She climbed up to paint the place.

"You finished it," said Liz. "We have painted everything".

"Look out!" her mother cried.

But it was too late. Liz had bumped the ladder. The paint splashed on Liz.

"Well!" Liz laughed. "Now we have painted everything!"



**How Well Did You Understand?**

Read each question. write *a* or *b*.

1- Why did the walls look clean and bright?

- a) because they had just been washed.
- b) because they had just been painted.

2- What did Liz do after the paint splashed her?

- a) She finished painting.
- b) She started laughing.

3- What does "Now we have painted everything" mean?

- a) that Liz had been painted too.
- b) that the spot had been painted.

Learn about Words

B $r + ight = right$

Say the word *right*. Listen to the sound of *ight*. Look at the letters in the box. Add each letter or group of letters to *ight* to make a word.

1	m	
2	r	
3	n	+ ight
4	br	
5	l	

Now write the words in each sentence.

- 1- Liz and her mother painted at
- 2- Liz turned on the because it was dark.
- 3- The light was so It hurt their eyes.
- 4- Liz paint her bedroom next.
- 5- Liz and her mother won't about the color.





Think about It

D One word in each pair of sentences is underlined. Find the opposite of the underlined word in the other sentence. Write the word.

1- The walls were very dirty.

The clean walls looked bright.

2- Liz likes bright colors on the walls.

Her mother painted the door dark brown.

3- They started painting early.

They finished late at night.

4- Liz and her mom painted everything.

There was nothing left to paint.





ENGLISH (1)

Lesson Fourteen (Section Two)

The Prophet Mohammad: Wealth and Poverty (2)

B.A.



Study Skills

Recording the Meaning of Words

If you really want to increase your vocabulary, you will need some system of recording new words and their meanings. You will also have to review the new words regularly. There are three ways:

1. Write the new word on any convenient scrap of paper. This is not recommended. You will either lose the paper or untidy piles of paper scattered in various places.
2. The best method is to use file cards. This is also the most difficult method because it requires continuous neatness and order. Follow these directions:
 - a. Use a pack of 3- by 5-inch file cards (either lined or unlined). These can be purchased at any stationery store or college book store.
 - b. Write each new word you want to learn on a separate card. For filing purposes, the word should be pointed neatly in large letters in the upper left-hand corner of the card.
 - c. On the same side of the card, copy from your dictionary the word's pronunciation, including stress marks. Also copy and label other parts of speech of the word.
 - d. On the opposite side of the card, write the definition (in English). Then write the sentence in which you read or heard the word.
 - e. Arrange your cards in alphabetical order.
 - f. Review regularly. Look at the word side of each card. Pronounce the word. Recite its meaning to yourself, in English. Turn the





card over to check if you are right. If so, read the sentence. Try to think of another sentence or situation in which the same meaning might be used.

- g. If you do not remember the correct meaning of the word, put a small check mark on the word side of the card. Do this each time you do not know the meaning. This check reminds you that you must make an extra effort to learn this word.
 - h. As you add new words to your vocabulary record, regularly review the old ones. After several reviews, remove the cards with the words that you remember correctly each time. Keep reviewing and practicing those words that you have had to check.
3. Another method is to use a notebook. It helps to rule the page into three columns, the widest being at the right.
- a. In the left column, print the word neatly. Copy from your dictionary the pronunciation, including stress marks. Also copy and label other parts of speech.
 - b. In the middle column, write the definition (in English).
 - c. In the right column, write the sentence in which you read or heard the word.
 - d. You may wish to arrange words in a roughly alphabetical way, so that each page includes only words that begin with the same letter. Or you may wish to group words according to the subject in which they are commonly used. Thus, your notebook might include special sections for the vocabulary of history, physics, philosophy, biology, economics – whatever courses you are studying in English.





- e. Review regularly. Cover the definitions and sentences with a piece of paper. Look only at the word at the left. Pronounce it. Define it in English. Slide the paper over so that the definition can be seen. If you are right, uncover and read the sentence. Think of other sentences or situations in which the same meaning might be used.
- f. If you do not remember the correct meaning of the word, put a small check mark next to the word in the left column. Do this each time you do not know the meaning. This check reminds you that you must make an extra effort to learn this word.

Notice that either one of these recommended methods requires you to be serious and orderly. Learning vocabulary is a responsibility that no one but your self can handle. The little time that it takes to keep your vocabulary record neat and up to date will be very worthwhile. If you do this, you will be grateful to yourself in the future.



ENGLISH (1)

Lesson Fifteen (Section One)

Fasting (1)

B.A.



Education Content

Fasting



Fasting is not unique to Muslims. It has been practiced for centuries in connection with religious ceremonies by Christians, Jews, Hindus and many other religions. Some Native American societies fasted to avert catastrophe or to serve as apology for sin. Jews observe fasting as a form of penitence and purification annually on the Day of Atonement. On this day neither food nor drink is permitted.

Islam is the only religion that has retained the outward and spiritual dimensions of fasting throughout centuries. The most unruly human emotions such as pride, lust, envy, and anger are not easy to control, thus a person must strive hard to discipline them when fasting. Muslims fast to purify their soul because fasting puts a bridle on the most uncontrolled, savage human emotions. Fasting occurs once each year during the 9th lunar month, the month of Ramadan, the ninth month of the Islamic calendar in which the Koran was sent down as guidance for the people.





Question

1. In which religions, except Islam do people fast?
2. Why do Muslims fast?

Comprehension fifteen

Life on Mars

The year was 1976. The people cheered. Two American spaceships had landed on Mars.

The ships would help them learn about Mars. But most people just wanted to know one thing. Is there life on Mars?

The ships took pictures. These pictures were sent to Earth in the form of signals. On Earth, the signals were changed back into pictures. People looked at them closely.

They saw a pink sky. They saw red rocks. They saw red soil. But they saw no animals or plants.

The ships scraped up soil. It was tested. There might be plants in it. They might be too small to see. The ships sent their tests back to Earth.

People were puzzled. Some of the tests seemed to show life. Some did not. People decided that the tests showed nothing for sure.

Is there life on Mars? We still don't know. We might know someday. But, someday we might live on Mars!



**How Well Did You Understand?**

A) Choose the best ending for each sentence. Write *a* or *b*.

1-This story is mostly about:

- a) spaceships testing rocks and soil.
- b) people learning new things about Mars.

2-People learned about the rocks on Mars

- a) by looking at pictures.
- b) by touching the rocks.

3-Mars and Earth are different because.....

- a) only Mars has red rocks.
- b) only Earth has a blue sky.

Learn about Words

B l + ow = low

Say the word *low*. Then look at
the letters in the box

1 sr, bl, cl

2 tr, pr, fl

3 kn, k, f + ow

4 g, sl, j

5 dr, sn, cl

Add one letter or group of letters from each row to *ow* to make a new word. Now write the words in each sentence.

1- I don't much about Mars.

2- Does wind the red soil?

3- Do rivers on Mars?

4- I don't think falls there.

5- The spaceship was fast, not





ENGLISH (1)

Lesson Fifteen (Section Two)

Fasting (2)

B.A.



Study Skills

Fixing the Meaning of Words

Here are some suggestions for fixing a word and its meaning firmly in your mind.

1. When you look up a word in your dictionary, then copy it onto a card or into your notebook, notice the spelling carefully. Check to make sure that you have copied the spelling correctly. Spell it aloud. If the word has an unusual spelling, write it several times. Underline the unexpected spelling (for example: author, description, business).
2. As you copy the pronunciation of the word, pronounce it aloud. Be sure you use the correct stress. Compare the pronunciation of the word with its spelling.
3. Look at other forms of the word that your dictionary lists. If it is verb, is the past tense regular? Does the spelling double any letters when –ed is added? If it is a noun, is the plural form regular? What is the adjective form? Are the comparative and superlative forms unusual? Notice their spelling. Is there an adverb form?
4. Notice the context in which you have read or heard the word. What part of speech is the word? Which definition in your dictionary seems to fit the context? Does the sentence make sense with the meaning you have selected?





5. Copy the one definition that best fits the meaning of the context.
Do not worry about all the other possible meanings.
6. Make up or copy a defining sentence, either from the book in which you found the word, or from your dictionary. Repeat the sentence to yourself as you write it. Underline the new word.
Again note its pronunciation and spelling.
7. It may help fix the word in your memory if you look at the etymology of the word. Take a moment to see if there is a stem that is familiar to you in other words.
8. Review your vocabulary record regularly. Set aside five minutes of your study time to go through 25 words. More important, try to use the new word when you speak and write. This helps you move it from your passive to your active vocabulary. You will also learn if you are using it correctly. Do not be afraid to make mistakes. Correction will help fix the meaning in your memory.





ENGLISH (1)

Lesson Sixteen (Section One)

prophet Joseph (1)

B.A.



Education Content

prophet Joseph

After being imprisoned for a few years, God granted Joseph with the ability to interpret dreams, a power in which he became popular amongst the prisoners. In one occasion two less fortunate royal servants were thrown into the prison prior to Joseph's imprisonment. They were haunted by two ambiguous dreams and remained unaware of the dream because due to the inability to interpret it until they heard about Joseph's popularity among the citizens. They went to Joseph to seek for his opinion and ask him if he could help them in solving the problems. Joseph asked them about the dreams they had, and one of them described that he saw himself in the vineyard picking grapes and pressing them into wine.

The other said to have seen himself holding a basket of bread on his head but then a bird came and took it from him. Joseph smiled to the first man and said that he will be released from the prison and he would serve the King but he warned the other one that he will soon die. One day, under the order of the King of Egypt, soldiers came to take the two men away, the King said one would be forgiven, the other will be executed.

Question

1. Why was Joseph popular among the prisoners?
2. What was the interpretation of the second man's dream?
3. What did finally happen to the servants?





Comprehension sixteen

What Helps Make You YOU?

What color are your eyes? Are they blue? Are they brown? What about your hair? Is it light or dark?

Lots of children have eyes and hair like yours. And lots of children are your size. They weigh the same. They're as tall as you. Some noses and ears and mouths are alike too. There's only one thing no one else has like you. That is your fingerprints!

Look at the tips of your fingers and thumbs. See all the little lines? Some may be loops. Some may be circles. Some may be arches. The lines form patterns. No one else has the same patterns. Not even twins.

Do you want to see your fingerprints better? Press your fingertips on an ink pad. Then press them on a piece of paper. There are your prints. No one else can make the same prints. No one else in the whole world has prints just like yours!

How Well Did You Understand?

A) Choose the best ending for each sentence. Write a or b.

1- Your fingerprint pattern is made up of

- a) many kinds of line.
- b) one kind of line.

2- Someone else in the world could have the same

- a) name, eye color, and hair color as you do.
- b) circles, arches, and lines as your fingerprints have.

3- When you press all ten fingers on an ink pad and then on paper, you get.

- a) ten different patterns.
- b) ten prints of one pattern.





ENGLISH (1)

Lesson Sixteen **(Section Two)** **prophet Joseph (2)**

B.A.



Learn about Words

B I'm **glad** no one has fingerprints like mine.

Look at the word in **heavy type**.

Say it to yourself. Listen to the sound of *ad*. Then look at the letters in the box. Add them to *ad* to make five new words.

1	m	
2	h	
3	d	+ ad
4	p	
5	b	

Now write the words in each sentence.

- 1- My helped me make prints on the paper.
- 2- I pressed my fingertips on an ink
- 3- That's a cut on your finger.
- 4- My dad did not get at me.
- 5- We fun making fingerprints.

Think about It

C Read each sentence. Look at the underlined word. Find the word in the box that means almost the same thing. Write the word.

Hint: The box has more words than you need.

make	rings	big	everyone	little	nobody	ends
------	-------	-----	----------	--------	--------	------

- 1- Everybody has one thing that is different.
- 2- Look at the tips of your finger and thumbs.
- 3- There are lots of small lines on them.
- 4- The lines form patterns.
- 5- Some patterns form circles.



In The Name Of God



ENGLISH (1)

Lesson seventeen **Grammer** **Reported Speech**

B.A.

**Grammar****Reported Speech**

(الكلام المنقول)

Statement

(الجملة الخبرية)

* لتحويل جملة خبرية من مباشر إلى كلام منقول نتبع الخطوات التالية:

1- نضع الاسم أو الضمير ثم فعل القول

2- نضع أداة الربط و يمكننا الاستغناء عنها.

3- نحول الضمائر حسب المعنى و أهم هذه الضمائر:

I	he , she	we	they
⬇	⬇	⬇	⬇
My	his , her	our	their

4- نحول الأزمنة كما يلي:

Present (مضارع) ⬅ Past (ماضي)

Past (ماضي) ⬅ Past Perfect (ماضي تام)

5- نحول بعض الكلمات إن وجدت كما يلي:

Now (الآن) ⬅ then (حينئذ)

Here (هنا) ⬅ there (هناك)

Last night (الليلة الماضية) ⬅ the night before (الليلة التي سبقتها)

this (هذا) ⬅ that (ذلك)

yesterday (أمس) ⬅ the day before (اليوم السابق)

tomorrow (غداً) ⬅ the following day (اليوم اللاحق)



Direct (مباشر)	Indirect (غير مباشر)
"I live in Riyadh"	He said that he lived in Riyadh.
"We are happy"	They said that they were happy.
She said: "I have not been in the school library recently."	She said that she had not been to the school library recently.
He said to me: "I shall see you tomorrow."	He told me that he would see me the next day.

إذا كان هناك (.) بين جملتين لشخص متكلم واحد نضع بدلاً منها عبارة: (added) والتي تعني أضاف:

Direct (مباشر)	Indirect (غير مباشر)
They said to him: "We shall see you tomorrow. We shall visit Ahmed."	They told him that they would see him the next day <u>and added that</u> they would visit Ahmed.

إذا كانت كلمة القول (say or says) مضارع حينئذ لا تغير أزمنة الجملة إنما التغيير يكون فقط في الضمائر:

Direct (مباشر)	Indirect (غير مباشر)
She says: "I will cook the food tomorrow."	She says that she will cook the food tomorrow.
We say: "We are playing football now."	We say that we are playing football now.

In The Name Of God



ENGLISH (1)

Lesson Eighteen Grammer Question

B.A.

**Grammar****Question**

(السؤال)

* لتحويل سؤال من مباشر إلى كلام منقول نتبع الخطوات التالية:

1- الفعل يحدد زمن السؤال، وهي كما يلي:

Present (مضارع) Past (ماضي)

Past (ماضي) Past Perfect (ماضي تام)

2- إذا كان السؤال يحتوي على أداة سؤال تستخدم نفسها كأداة ربط.

3- يتم تحويل السؤال إلى جملة خبرية و هو بتقديم الفاعل على الفعل المساعد.

4- يلاحظ تغيير بعض الضمائر حسب معنى الجملة.

Direct (مباشر)	Indirect (غير مباشر)
"What is your name.?"	He asked me what my name was.
"Why are you late?"	The teacher asked me why I was late.
"Where is your book.?"	He asked me where my book was.

تستخدم if كأداة ربط للسؤال الذي لا يحتوي على أداة سؤال:

Direct (مباشر)	Indirect (غير مباشر)
"Is your school very large.?"	He asked me <u>if</u> my school was very large.

إذا كان السؤال يبدأ أو يحتوي على (do) أو (does) احذفها و حول الفعل إلى زمن الماضي البسيط.

Direct (مباشر)	Indirect (غير مباشر)
"Where do you live.?"	He asked me where I lived.
"Does he go to school.?"	I asked him if he went to school.



إذا كان السؤال يبدأ أو يحتوي على (did) احذفها وحول الفعل إلى زمن الماضي البسيط (تصريف ثالث)

Direct (مباشر)	Indirect (غير مباشر)
"Where did you go yesterday.?"	Sami asked me where I had gone the day before.
"Did Ahmed buy a new car.?"	Ali asked me if Ahmed had bought a new car.

إذا كانت كلمة السؤال مضارع حينئذ لا تغير أزمدة الجملة إنما التغير يكون فقط في الضمائر

(ask or asks) مضارع

Direct (مباشر)	Indirect (غير مباشر)
"Who is your English teacher.?"	They ask me who my English teacher is.
"What are your marks.?"	He asks me what my marks are.

In The Name Of God



ENGLISH (1)

Lesson Nineteen Grammer Command

B.A.

**Grammar****Command**

(الطلب)

* لتحويل جملة طلبية من مباشر إلى كلام منقول تتبع الخطوات التالية:

1- نستخدم "أمر" (order) إذا كان الكلام يقصد به الأمر.

و نستخدم "رجاء" (begged) إذا كان الكلام يقصد به الرجاء و التوسل.

و نستخدم "نصح" (advise) إذا كان الكلام يقصد به النصيحة.

و نستخدم "أخبر" (told) إذا كان الكلام موجه من شخص إلى شخص يساويه في المرتبة.

2- احذف الأقواس المفتوحة و ضع كلمة (to) قبل الفعل

3- احذف كلمتي (Please, do) من الجملة إن وجدت.

4- غير بعض الكلمات و الضمائر حسب المعنى وكما سبق.

Direct (مباشر)	Indirect (غير مباشر)
He said to the servant: "bring me a glass of water."	He <u>ordered</u> the servant to bring him a glass of water.
The son said to his father: "please, give me some money."	The son <u>begged</u> his father to give him some money.
The doctor said to me: "Drink a lot of water."	The doctor <u>advised</u> me to drink a lot of water.
He said to me: "Do not go to the market tonight."	He told me not to go to the market that night.

In The Name Of God



ENGLISH (1)

Lesson Twenty Grammer Exclamation

B.A.

**Grammar****Exclamation**

(التعجب)

* لتحويل جملة تعجب من مباشر إلى كلام منقول تتبع الخطوات التالية:

1- احذف كلمة التعجب وضع بدلاً منها كلمة تدل عليها مثل:

(بندم) With regret

(بغضب) With anger

(بفرح) With joy

(بإعجاب) With admiration

(بحزن) With sadness

2- احذف الأقواس و ضع كلمة (that)

3- غير الكلمات و الضمائر و الأفعال حسب المعنى وكما سبق في الجملة الخبرية.

ملاحظة: كلمات التعجب إما حرف استفهام استعمل ككلمة تعجب مثل: how, what

وتعرفها بوجود علامة تعجب في نهاية الجملة أو كلمة تعجب بذاتها مثل: Alas, Hurrah, Oh

و تعرفها بوجود علامة التعجب !.

Direct (مباشر)	Indirect (غير مباشر)
He said : "Alas! I will not find my money."	He said <u>with sorrow</u> that he would not find his money.
He said : "How foolish I have been."	He said <u>with regret</u> that he had been foolish.